
2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover Sheet

Name of Principal Miss Kathy Fabrizio
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kit Carson R-1 Elementary School
(As it should appear in the official records)

School Mailing Address P.O. Box 185 102 West 5th Avenue
(If address is P.O. Box, also include street address)

Kit Carson Co 80825-0185
City State Zip Code+4 (9 digits total)

Tel. (719) 962-3219 Fax (719) 962-3317

Website/URL www.kcsdr1.org E-mail: kfab@rebeltec.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Gerald Keefe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kit Carson R-1 School District Tel. (719) 962-3219

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President: Mr. Geoffrey Wolff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __1__ Elementary schools
 __1__ Middle schools
 __1__ Junior high schools
 ____ High schools
 ____ Other (Briefly explain)
- __3__ TOTAL

2. District Per Pupil Expenditure: _13,781_____

Average State Per Pupil Expenditure: __9,331_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. __10__ Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	7	4	11		7			
1	1	3	4		8			
2	1	5	6		9			
3	1	2	3		10			
4	4	4	8		11			
5	2	3	5		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								37

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 75 | % White |
| | % Black or African American |
| 25 | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 23%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	46
(5)	Subtotal in row (3) divided by total in row (4)	.23
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: 5%
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 46%

17 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
4 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>1</u>
Special resource teachers/specialists	<u> </u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>1</u>
Support staff	<u> </u>	<u> </u>
Total number	<u> </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 6-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>95.1%</u>	<u>95.9%%</u>	<u>96.4%</u>	<u>96.2%</u>	<u>95.8%</u>
Daily teacher attendance	<u>97%</u>	<u>99%</u>	<u>98.5%</u>	<u>98.1%</u>	<u>98%</u>
Teacher turnover rate	<u>18%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
Student dropout rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student drop-off rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>

Part III Summary

Kit Carson Elementary, which is located in Kit Carson Colorado, is a K-5 public school located on the Eastern plains. Kit Carson Elementary, as well as the entire Kit Carson R-1 District, has high expectations for all district students. The Districts primary focus, in addition to academic achievement, is the development of well rounded, socially conscious young men and women, who through the development of their individual abilities and talents, will make a positive difference in the world. In order to accomplish this goal, students must be competent in a wide variety of areas. In addition to the Districts strong emphasis on Reading, Writing, and Math, students also are exposed to a wide variety of programs emphasizing the importance of physical activity and the arts.

The town of Kit Carson and the surrounding area are rural in nature with a total population base of approximately 600 people. Farming and ranching activities help drive the local economy. The Kit Carson area is also rich in natural resources and a large oil and gas presence also fuels the area economy. However, due to constant economic fluctuations and the seasonal employment associated with farming activities, the districts mobility rate is greater than many schools in the state.

The current staff at Kit Carson Elementary has an average teaching experience of more than twenty years with all of those years of service earned at Kit Carson R-1. This stability has provided for a staff that both knows and appreciates the needs and concerns of not only their students, but those students' families as well. The positive, supportive environment of the community and the school has enabled the District to field numerous teaching applications when an opening does occur, which is rarely.

Kit Carson Elementary has also earned a reputation for academic excellence as 15% of the District's total enrollment base is from out of area school districts. The District also features one of the states best K-12 music programs as students grades 3-12 are part of the Districts performing concert band. Eight first place finishes in eleven years of competition at the multi-state concert band competition in Colorado Springs are testament to that fact. Also Kit Carson Elementary is a Kennedy Imagination Celebration Outpost School. Less than half a dozen schools state wide were so designated for this honor. Kit Carson Elementary students and teachers receive free trips to performances in Colorado Springs, as well as training, and other materials related to the arts.

The patrons of Kit Carson Elementary are proud of the continual improvement in the performance of its students. In the last three years the school has increased its ratings, as measured by the annual Department of Education School Accountability Reports, from Average to High to Excellent. At each phase of the process the school has earned a Significant Improvement rating as well. The District is also encouraged by the fact that despite a growing at risk population, that student test performance has improved each year, for all students, regardless of ethnicity or socio-economic status.

Kit Carson Elementary attributes this increase in student achievement to the following factors: 1) teacher training and alignment of curriculum with Colorado Content Standards 2) high expectations for all students 3) parental and community expectations for success and 4) competitive nature of the District as a whole. Kit Carson R-1 enjoys a strong reputation for success not only in academics but in all its extra curricular activities as well. That competitive nature is also evidenced by the fact that the Districts National Academic League team is a two time state champion and one time state runner up. Those students, grades 5-8, defeated another Colorado school four times their size for that honor. The NAL squad also competed via fiber optics against a Boston based middle school of 1000 students and was defeated by only one point.

Part IV- Indicators of Academic Success

At Kit Carson R-1 Elementary School all students in grades 3-5 are required to take the Colorado State Assessment known as CSAP. Student results on these exams are then categorized as Advanced, Proficient, Partially Proficient and Unsatisfactory. Student scores of Proficient and Advanced are considered to be passing marks.

In six of the seven assessed area, Kit Carson students outperformed the averages of students across the state. In addition, the rate of improvement at Kit Carson across all the assessments almost doubles that of all Colorado students.

Reading Grade 3- The District's cumulative proficiency rate over the last three years is nearly 77 percent while the average for the entire state was just under 73 percent. Also over the last three years there was an increase of 2% of third grade students in Colorado achieving proficiency in reading while at Kit Carson an increase of 14% was registered.

Reading Grade 4-The District's cumulative proficiency rate over the last three years is nearly 77 percent while the average for the entire state was 62 percent.

Reading Grade 5- The District's cumulative proficiency rate over the last three years is 67 percent while the average for the entire state was 64 percent. Also the District's rate of fifth grade elementary students scoring unsatisfactory dropped from 11 percent to 9 percent to 0 percent during that same period.

Math Grade 5- The District's proficiency rate in math has improved dramatically over the last three years with proficiency levels increasing during that time span from 55 percent to 73 percent to 80 percent. Kit Carson fifth graders scored at nearly double the state average for advanced students over the last two years. During that same time Kit Carson's math performance improved at a rate five times greater than the rest of the state.

Due to the fact that Kit Carson R-1 has a limited student enrollment it is not statistically relevant to report minority population scores. The District is also unable to publicly report those scores due to confidentiality issues. However, Kit Carson Elementary met the criteria as established for Blue Ribbon status due to the fact that its minority and "disadvantaged" population achievement levels were increasing along with that of the general school population.

Students in grades K-5 also take the Terra Nova Multiple Assessment tests and District cumulative scores are well in excess of national norms as well. A sample of Kindergarten and First grade performance is provided later for your examination. All students take the examination and there have been no exemptions over the last three years.

Analysis of Assessment Data:

At Kit Carson R-1 Elementary, and throughout the entire K-12 District as well, teachers have been trained by both Colorado Department of Education and CTB McGraw Hill personnel in how to read and understand student assessment reports.

Teachers are provided with a detailed analysis of individual student performance and entire classroom performance. Teachers then are required to use that assessment data to identify individual student and class strengths and weaknesses.

Individual Learning Plans or (ILP's) are developed for each student in the area of reading. The same process is also used for math student's grades four and five where the instructor uses Terra Nova assessment data to identify those students at risk of failing the fifth grade state math assessment (CSAP). Terra Nova results have a high correlation to anticipated CSAP proficiency levels. Those students are then given extra assistance and remediation in those areas targeted for improvement.

Teachers have also been required to make presentations the District's Accountability Committee and Board of Education to show how they have used that data to improve student performance. For example, if test data reveals student(s) weakness in two digit multiplication then remediation activities to strengthen that area are provided.

Elementary staff is also expected to modify their presentation strategies if a significant number of students are found to be below proficient in a state standard or sub standard.

Assessment data also drives the assignment of students to the Districts after school and Saturday remediation sessions. Any student receiving a score of Unsatisfactory on any Colorado Student Assessment Program test is required to attend the remediation program where target specific activities are provided.

Communication of Student Performance

Communication of student performance is accomplished through a myriad of mediums. Once student results have been determined, that information is shared with all stake holders of the District, via the Districts monthly community mailing.

Parents are also given detailed reports of their child's progress in meeting established standards in the following areas (1) State Assessments (2) Standardized Nationally Normed Assessments and (3) All other areas not subject to traditional testing methods such as Physical Education, Music, Art, etc. Teachers also meet individually with each student to personally discuss student strengths and weaknesses.

In addition to parent and taxpayer reports on student progress, the District Accountability Advisory Committee, and the Kit Carson R-1 Board of Education, also review cumulative student data and examine the most recent school report card grades as well.

The Superintendent of Schools also writes annual articles about the schools performance for the local county newspaper, The Range Ledger. Communication about all student performance and accomplishments is done in a timely and fluid manner.

Teachers also communicate with parents at scheduled parent-teacher conferences and through the use of four and a half week reports. Also because Kit Carson R-1 is a small rural district parents discuss student performance at a variety of community functions as well.

Sharing Success with other Schools:

Kit Carson R-1 Elementary School is noted for its willingness to share strategies, philosophies, and methods of instruction, that have led to the Districts success.

That willingness is documented by teacher's attendance at regular Math and Language Arts meetings, called clusters. Under the cluster format area teachers learn about and share successful teaching strategies. Kit Carson R-1 teachers have been active participants in these cluster meetings for more than a decade.

The District Superintendent also attends monthly area Superintendent Meetings where discussions regarding student achievement are part of the monthly agenda. Kit Carson R-1 has been recognized for its performance numerous times at those meetings and the Superintendent has given reports about the programs and strategies that have led to the Districts overall academic success.

Kit Carson Elementary has also opened its doors to prospective teachers, who have expressed an interest in either observing a classroom teacher, or completing a student teaching experience within the schools walls. The Elementary staff has supervised three student teaching candidates in the last three years and has supervised two other teacher observations as well. District administration has fostered this relationship with prospective teachers by waiving all fees due to the District for the monitoring of student teachers.

Another approach used by the district for sharing its success has been direct teacher participation at a variety of state sponsored workshops and conferences. Kit Carson R-1 Elementary teachers for example are annual participants at the Colorado Council for the International Reading Association (CCIRA) conference held in Denver where successful techniques and strategies are shared.

Part V – Curriculum and Instruction

Curriculum

All curriculum District wide is aligned with Colorado Content Standards and Grade Level Expectations. That process began in 1994 through the review and study of the Colorado Model Content Standards by the staff, board of education and the Districts Accountability Committee. That review process is on going and teachers are continually challenged to refine instructional content and techniques to ensure alignment with adopted content standards.

Specific curriculum objectives are met by utilizing the following programs and resources.

- *Reading- Harcourt Brace reading series grades K-5. Leveled books and Accelerated Reader. CSAP Coach Reading Series (90 minutes daily minimum)
- *Math- Foresman-Wesley math series grades K-5. CSAP Coach Math Series (45 minutes daily)
- *Writing- Read-Write Connection and Step up to Writing. CSAP Coach Writing
- *Language Arts
- *Science (30 minutes four times a week)
- *Social Studies (30 minutes three times a week)
- *Music (30-45 minutes daily with music instructor)
- *Physical Education (30-45 minutes daily with certified instructor)
- *Library Skills (30 minutes per week with media specialist)
- *Art- Instruction is designed to complement integrated curriculum units.)

Technology- Kit Carson R-1 School District has an approved state technology plan which includes a variety of computer and technology related programs. Kit Carson Elementary students also use a wide variety of curriculum specific computer software programs. Elementary students receive technology related instruction from the K-12 Technology and Media specialists as well. Students have used computers, scanners, and publishing software programs to create world travel brochures, and to prepare other multi disciplinary reports. All students entering sixth grade have received some basic word processing instruction.

Kit Carson Elementary also offers after school music instruction and students, grades 3-12 are part of the District's Wind Ensemble concert group. The Kit Carson R-1 Wind Ensemble was selected to perform at the Colorado Association of School Boards conference and was one of only two featured bands state wide selected to open the 2004 Colorado Music Educators Conference in Colorado Springs. Kit Carson Elementary also had the highest percentage of students selected for Elementary Honor Band last year in the sixteen- school East Central Region.

Fifth grade students are also encouraged to participate in the 5-8 National Academic League program. This academic competition is sponsored on a state wide basis with approximately 20 teams participating. Kit Carson R-1 is a former two time state champion in this competition.

Elementary students are also offered after school and Saturday remediation sessions as needed.

Reading Curriculum

At Kit Carson Elementary a modified balanced literacy model has been employed. The key components of this approach include activities such as shared reading, reading aloud, phonics, and guided and independent reading. Reading instruction is scheduled for a minimum of ninety minutes daily

The results from a variety of assessments such as Qualitative Reading Inventories, DIBELS, state assessments, Terra Nova and teacher observations are used to determine individual student reading abilities. Students are then placed in non age specific reading groups that best represent each students reading level. Teachers are assigned to student groups that best match teacher strengths with student needs.

Both basal readers and leveled books are used to enhance student performance. The District also emphasizes a strong phonics based background and students experiencing difficulty are remediated primarily through the use of phonics based activities. One such instructional tool is called Lightning Phonics, under this program students spend three minutes before school each morning quickly reviewing and reciting phonics rules and sounds.

All reading activities are in alignment with both District and state level model content standards. Grade level expectations established by the Colorado Department of Education also guide student instruction.

Kit Carson Elementary also participates in the district adopted Accelerated Reader Program where students are required to read a variety of challenging books. Comprehension of that material is assessed by the administration of a computer generated exam.

Students meeting specific reading targets for the year are rewarded with a year end trip to a Colorado Rockies baseball game. This has served as an extremely effective motivational tool for students.

The District adopted its current reading philosophy in 1995 after the completion of a year long study conducted by the District's Accountability Committee.

Other Curriculum

Math

The math curriculum at Kit Carson R-1 Elementary is aligned with Colorado Content Standards and Grade Level Expectations. Thus all teaching units and lessons are tailored to meet the aforementioned standards.

Kit Carson Elementary adopted the Foresman-Wesley textbook series after a thorough textbook review was completed in 1999. It was determined that the format, activities, and language of that series were similar to that contained on the annually administered Colorado Student Assessment Program (CSAP) test for fifth grade.

The District has also integrated its math units to include real life practical applications as well. Student's measure distances from point to point, use recipes and measuring tools to cook foods in the school kitchen. Students also use support materials that stress the skills required for successful CSAP performance. A strong emphasis is placed on the acquisition of basic math skills such as addition, subtraction, multiplication and division at the appropriate grade levels. Calculators are not permitted in Kit Carson R-1 until a student has reached at least the sixth grade. A great emphasis is also placed on reasoning and critical thinking skills and story problems are a staple of the math curriculum.

Teacher also uses Terra Nova and past CSAP results to determine the effectiveness of instruction and to identify individual and group weaknesses. Math performance has continually improved over the years and the schools scores are consistently among the states best beating state each and ever year with Kit Carson students doubling state averages as it relates to the percentage of advanced students.

Instructional Methods

Kit Carson Elementary utilizes a variety of differing instructional methods to improve student performance for both proficient and non proficient students. Through the use of a variety of assessment instruments a complete portfolio of student performance is developed. Student instruction is then tailored to address student strengths and weaknesses.

Students who are experiencing difficulties in math and reading receive extra assistance from the Districts Title 1 teacher. Also a twice a month after school tutoring session are available for all students, as well as seven half day Saturday tutoring sessions. At these sessions individual classroom teachers are available to help their students in any content area. Instruction is often one on one in nature and though assistance is available in all areas, reading, writing, and math instruction are the most commonly provided areas of assistance. Teachers are routinely called upon to discuss their strategies for improving student performance. All District staff is required to discuss those strategies at both District Accountability and Board of Education meetings. Here teachers share how they use assessment data to develop individual and classroom teaching modifications that will help all students reach proficiency.

Other methods that have proven effective are the implementation of the “Six Traits Writing” and Read-Write Connection writing programs. Students are also provided with “kid friendly rubrics” so that they may share the responsibility for determining the effectiveness of their own writing style. The District concentrates not only on correct format, spelling, and grammar but also on providing life to ones writing as well.

Students in the fourth and fifth grade have their instructional divided into two half day blocks. Two teachers share instruction with one responsible for Science, Social Studies and Math while the other certificated staff member specializes in Reading and Writing. This method of matching teacher expertise with student needs has proven to be extremely effective in improving student performance.

Gifted students are encouraged to participate in the grades 5-8 academic competition team through National Academic League contests. Kit Carson is a two time state champion and one time state runner up in this competition.

Professional Development:

Kit Carson R-1 School District is keenly aware of the unmistakable connection between professional development and student achievement. The school currently has six professional development days included in the regular school calendar.

Teachers are also routinely released to attend subject specific staff development opportunities offered by the East Central Cooperative of Schools. These professional development opportunities have centered primarily on strategies designed to increase student achievement, in Reading, Writing and Math. During the last three years school staff has received training in reading remediation strategies through the institution of phonics based programs such as FAST and Lightning Phonics. Teachers are also increasing their technology skills via a Technology Access Grant received by the District. Teachers meet twice a month to plan technology related units that address state content standards.

New staff members are also trained in the area of writing to ensure proficiency in the administration of the district adopted Six Traits and Read-Write Connection writing programs. Staff also attended Math Clusters where tactics for improving student performance in Math are presented. Teachers have also received training in the analysis of student test data and have made presentations to the Kit Carson R-1 Board of Education regarding their plans to use that data to improve student achievement.

The Board of Education also employs a sick leave exchange program where staff may use unclaimed sick leave to pay for college credit earned in the summer. This includes tuition, books and a majority of room and board costs as well.

**Colorado Student Assessment Program
Reading**

Grade 3

Test: CSAP Edition/publication year: 2000-2003 Publisher: CTB McGraw Hill

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001
Testing month:	Feb.	Feb.	Feb.
SCHOOL SCORES (in percent)			
Unsatisfactory or above	100	100	100
Partially Proficient or above	100	100	100
Proficient or above	88	66	75
Advanced	25	16	25
Number of Students Tested	8	6	4
Percent of Students Tested	100	100	100
Number Excluded	0	0	0
At or above Proficient	88	66	75
STATE SCORES (in percent)			
Unsatisfactory	7	9	8
Partially Proficient	17	18	18
Proficient	65	61	63
Advanced	10	11	10
At or above Proficient	74	72	72

(due to statistically insignificant numbers, and to protect the privacy of individual students, specific ethnic and socioeconomic data is not provided. However, the Elementary School was nominated by the Colorado Department of Education because their data confirmed significant achievement in both minority and “disadvantaged” student populations.)

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

Colorado Student Assessment Program
4th Grade Reading

Grade 4

Test: CSAP Edition/publication year: 2000-2003 Publisher: CTB McGraw Hill

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month:	March	March	Feb		
SCHOOL SCORES (in percent)					
Unsatisfactory or above	100	100	100		
Partially Proficient or above	100	100	85		
Proficient or above	72	100	62		
Advanced	0	0	8		
Number of Students Tested	7	3	13		
Percent of Students Tested	100	100	100		
Number Excluded	0	0	0		
At or above Proficient	72	100	62		
STATE SCORES (in percent)					
Unsatisfactory	12	13	13		
Partially Proficient	24	24	23		
Proficient	56	55	56		
Advanced	7	6	7		
At or above Proficient	63	61	63		

(due to statistically insignificant numbers, and to protect the privacy of individual students, specific ethnic and socioeconomic data is not provided. However, the Elementary School was nominated by the Colorado Department of Education because test data confirmed significant achievement in both minority and “disadvantaged” student populations.)

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

**Colorado Student Assessment Program
Reading**

Grade 5

Test: CSAP Edition/publication year: 2000-2003 Publisher: CTB McGraw Hill

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001
Testing month:	March.	March.	Feb.
SCHOOL SCORES (in percent)			
Unsatisfactory or above	100	100	100
Partially Proficient or above	100	91	89
Proficient or above	80	54	67
Advanced	20	9	0
Number of Students Tested	5	11	9
Percent of Students Tested	100	100	100
Number Excluded	0	0	0
At or above Proficient	80	54	67
STATE SCORES (in percent)			
Unsatisfactory	13	14	12
Partially Proficient	19	20	22
Proficient	58	56	56
Advanced	8	7	8
At or above Proficient	66	63	64

(due to statistically insignificant numbers, and to protect the privacy of individual students, specific ethnic and socioeconomic data is not provided. However, the Elementary School was nominated by the Colorado Department of Education because data confirmed significant achievement in both minority and “disadvantaged” student populations.)

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

**Colorado Student Assessment Program
Math**

Grade 5

Test: CSAP Edition/publication year: 2000-2003 Publisher: CTB McGraw Hill

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month:	March	March	Feb		
SCHOOL SCORES (in percent)					
Unsatisfactory or above	100	100	100		
Partially Proficient or above	100	100	89		
Proficient or above	80	73	55		
Advanced	40	37	11		
Number of Students Tested	5	11	9		
Percent of Students Tested	100	100	100		
Number Excluded	0	0	0		
At or above Proficient	80	73	55		
STATE SCORES (in percent)					
Unsatisfactory	12	12	14		
Partially Proficient	30	31	32		
Proficient	36	35	38		
Advanced	20	20	13		
At or above Proficient	56	55	51		

(due to statistically insignificant numbers, and to protect the privacy of individual students, specific ethnic and socioeconomic data is not provided. However, the Elementary School was nominated by the Colorado Department of Education because their data confirmed significant achievement in both minority and “disadvantaged” student populations.)

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

**Colorado Student Assessment Program
Writing**

Grade 3

Test: CSAP Edition/publication year: 2000-2002 Publisher: CTB McGraw Hill*

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002
Testing month:	March	March
SCHOOL SCORES (in percent)		
Unsatisfactory or above	100	100
Partially Proficient or above	100	100
Proficient or above	63	50
Advanced	13	0
Number of Students Tested	8	6
Percent of Students Tested	100	100
Number Excluded	0	0
At or above Proficient	63	50
STATE SCORES (in percent)		
Unsatisfactory	6	7
Partially Proficient	360	40
Proficient	41	43
Advanced	16	8
At or above Proficient	57	51

* State test only has two years of history. Information provided as non required additional documentation of student achievement, at or above state averages, despite disadvantaged student population.

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

Colorado Student Assessment Program
4th grade writing*

Grade 4

Test: CSAP Edition/publication year: 2000-2003 Publisher: CTB McGraw Hill

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month:	March	March	Feb		
SCHOOL SCORES (in percent)					
Unsatisfactory or above	100	100	100		
Partially Proficient or above	100	100	77		
Proficient or above	43	67	23		
Advanced	29	33	8		
Number of Students Tested	7	3	13		
Percent of Students Tested	100	100	100		
Number Excluded	0	0	0		
At or above Proficient	43	67	23		
STATE SCORES (in percent)					
Unsatisfactory	9	8	13		
Partially Proficient	39	40	46		
Proficient	42	42	35		
Advanced	10	8	2		
At or above Proficient	52	50	38		

* Provide only a baseline data to be reference against 5th grade writing scores. Non-required information but helpful in providing additional data regarding student achievement.

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

Colorado Student Assessment Program
5th grade writing

Grade 5

Test: CSAP Edition/publication year: 2001-2003 Publisher: CTB McGraw Hill*

What groups were excluded from testing: None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002
Testing month:	March	March
SCHOOL SCORES (in percent)		
Unsatisfactory or above	100	100
Partially Proficient or above	100	100
Proficient or above	60	64
Advanced	20	9
Number of Students Tested	5	11
Percent of Students Tested	100	100
Number Excluded	0	0
At or above Proficient	60	64
STATE SCORES (in percent)		
Unsatisfactory	7	7
Partially Proficient	38	39
Proficient	45	43
Advanced	8	8
At or above Proficient	53	51

*State test in this area contains only two years of data. Information provided as non-required additional documentation of improvement of fourth grade scores from previous years.

According to guidelines established by the state of Colorado scores of Proficient and Advanced are deemed to be passing scores. Partially Proficient and Unsatisfactory are non passing marks.

TERRA NOVA/ITBS MathGrade 1 Test: TerraNova/ITBS in 2001Edition/publication year 2000 Publisher CTB McGraw Hill/RiversideWhat groups were excluded from testing? NoneScores are reported here as (check one): NCEs X Scaled scores Percentiles

	2002- 2003	2001- 2002	2000- 2001
Testing month	April	April	May
SCHOOL SCORES			
Total Score	56.6	54.7.0	37.6
Number of students tested	11	6	7
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

A score of 50 indicates average performance as it relates to nationwide achievement. Iowa Test of Basic Skills used in 2000-2001. Due to statistically insignificant numbers, and to protect student privacy, results are not broken down into categories of race or ethnicity. However, school was nominated based on improved performance of minority and disadvantaged sub groups.

TERRA NOVA READING

Grade K Test: TerraNova/ITBS in 2001

Edition/publication year 2000 Publisher CTB McGraw Hill/Riverside

What groups were excluded from testing? None

Scores are reported here as (check one): NCEs X Scaled scores Percentiles

	2002- 2003	2001- 2002	2000- 2001
Testing month	April	April	May
SCHOOL SCORES			
Total Score	79.1	64.0	73.0
Number of students tested	7	8	7
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

A score of 50 indicates average performance as it relates to nationwide achievement. Iowa Test of Basic Skills used in 2000-2001. Due to statistically insignificant numbers, and to protect student privacy, results are not broken down by race or ethnicity. However, school received nomination on increase of student performance for minority and disadvantaged groups.